

**THE EFFECT OF USING CALL (COMPUTER ASSISTED  
LANGUAGE LEARNING) ON TEACHING ENGLISH READING  
COMPREHENSION VIEWED FROM STUDENTS' INTEREST  
(A Quasi Experimental Research of 8<sup>th</sup> Grade of MTs N Bekonang  
Sukoharjo in Academic Years 2016/ 2017)**



**Submitted to the Department of Language Studies,  
Graduate School of Muhammadiyah University of Surakarta  
in Partial Fulfilment of the Requirements for  
the Degree of Master of Education**

**By:**

**INGIT ANGGA SARI**

**S200150027**

**DEPARTMENT OF LANGUAGE STUDIES  
GRADUATE SCHOOL  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2017**

**APPROVAL FORM**

**THE EFFECT OF USING CALL (COMPUTER ASSISTED  
LANGUAGE LEARNING) ON TEACHING ENGLISH READING  
COMPREHENSION VIEWED FROM STUDENTS' INTEREST  
(A Quasi Experimental Research of 8<sup>th</sup> Grade of MTs N Bekonang  
Sukoharjo in Academic Years 2016/ 2017)**

**PUBLICATION MANUSCRIPT**

Written by:

Ingit Angga Sari

S200150027

HAS BEEN APPROVED BY  
PRIMARY SUPERVISOR



**Dr. MARYADI, MA**

CO-SUPERVISOR



**MAULY HALWAT HIKMAT, Ph. D**

## APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

### THE EFFECT OF USING CALL (COMPUTER ASSISTED LANGUAGE LEARNING) ON TEACHING ENGLISH READING COMPREHENSION VIEWED FROM STUDENTS' INTEREST (A Quasi Experimental Research of 8<sup>th</sup> Grade of MTs N Bekonang Sukoharjo in Academic Years 2016/ 2017)

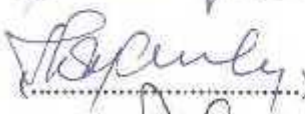
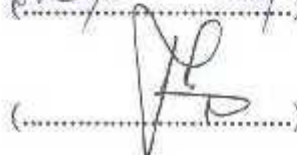
Written by:  
Inggit Angga Sari  
S200150027

Has been examined by the board of examiners on July, 24th 2017. All feedback, correlations, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the students.

Board of examiners certify that the thesis is eligible for submission.

#### Board of Examiners

1. Dr. Maryadi, MA  
(Primary Supervisor)
2. Mauly Halwat Hikmah, Ph. D  
(Co-Supervisor)
3. Dr. Dwi Haryanti, M.Hum

()  
()  
()

Surakarta, 24 July 2017

Director of Graduate School  
  
Prof. Dr. Bambang Sumardjoko, M.Pd  


## STATEMENT OF AUTHORSHIP

I hereby confirm that the publication article is an original and authentic work written by myself and it has satisfied the rules and regulation of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Surakarta, July 24<sup>th</sup>, 2017

The Writer



Ingit Angga Sari  
S200150027

**THE EFFECT OF USING CALL (COMPUTER ASSISTED  
LANGUAGE LEARNING) ON TEACHING ENGLISH READING  
COMPREHENSION VIEWED FROM STUDENTS' INTEREST  
(A Quasi Experimental Research of 8<sup>th</sup> Grade of MTs N Bekonang  
Sukoharjo in Academic Years 2016/ 2017)**

**Abstrak**

Penelitian ini bertujuan: (1) untuk mengetahui apakah yang nilai siswa yang belajar membaca dengan menggunakan CALL lebih tinggi daripada menggunakan buku di kelas 8 MTs N Bekonang Sukoharjo tahun pelajaran 2016/ 2017. (2) untuk mengetahui apakah menggunakan CALL bisa meningkatkan minat siswa di kelas 8E dan 8F MTs N Bekonang Sukoharjo tahun pelajaran 2016/ 2017. (3) untuk mengetahui apakah minat siswa dengan menggunakan CALL dapat mempengaruhi prestasi membaca siswa di kelas 8 MTs N Bekonang Sukoharjo tahun pelajaran 2016/ 2017. Penelitian ini berjenis quasi-eksperimen. Populasi berjumlah 308 siswa dengan sampel berjumlah 68 siswa yaitu kelas 8E sebagai kelas kontrol dan 8F sebagai kelas eksperimen. Teknik pengumpulan data dengan menggunakan tes dan kuesioner. Data akan dianalisis menggunakan uji beda (t-test) dan uji hubungan (*Person correlation moment*). Hasil dari penelitian ini adalah: (1) Terdapat perbedaan yang significant antara kelas 8E dan 8F dimana sig. (2-tailed)  $0.034 < 0.05$ . (2) Teknik CALL dapat meningkatkan minat siswa dimana rata-rata nilai siswa sebelum menggunakan CALL adalah 63.82 dan setelah menggunakan CALL adalah 74.15 dengan penambahan sebesar 10.33 atau total nya 13.93%. (3) Terdapat pengaruh yang kuat antara minat siswa terhadap pencapaian membaca mereka dimana mencapai level 63.5%.

**Kata Kunci:** *teknik CALL, Membaca, Minat.*

**Abstract**

The research objectives are (1) to find out whether the students' using CALL get better reading score comprehension of the second years students of MTs N Bekonang in the academic 2016/ 2017, (2) to find out whether CALL technique improves students' interest of learning reading comprehension for students 8th (E and F) grade MTs N Bekonang Sukoharjo in academic 2016/ 2017, (3) to find out whether the use of CALL has an effect on the reading comprehension of 8th grade students of MTs N Bekonang after being taught using CALL. This study is quasy experimental research. The population are 308 studets and samples are 68 students, they were 8E as control class and 8F as experimental class. The collecting data used test and questionnaire. The data analyzed by using t-test (test of significance) and Person Correlation Moment (correlation analysis. The results of research are (1) there is significant difference between scores post-test in 8E and 8F where sig (2-tailed)  $0.034 < 0.05$ . (2) CALL technique can improve students' interest in English reading skill where the average score of students' reading interest increased from 63.82 to 74.15 with an increase of 10.33 or a total of 13, 93%. (3) students' interest in using CALL has an effect on their reading achievement whose high level is 63.5%.

**Keywords:** *CALL technique, Reading, Interest.*

## 1. INTRODUCTION

Based on Ministry of Education Regulation No. 32 year 2013 about the change of Ministry of Education Regulation No. 19 year 2005 about the National Education Standards relate with the implementation curriculum 2013 that expect many hopefulness and challenge for teachers. The quality of implementation K-13 is chosen by the quality of teaching process based on the teachers' competence to designs, practices, and evaluates the plan of teaching activity that is productive, creative, innovative, and affective through observing, questioning, experimenting, associating and produce. So it is expected that will be good quality of individual in the control attitude, knowledge and skill.

According to Dyers, et al (2011): the productive, creative, innovative and affective of teaching is got from 2/3 of creativity of individual through education and 1/3 genetic. Intelligent competence is got from 1/3 education and 2/3 genetic. Creativity of individual gets from observing, questioning, associating, experimenting and networking.

Creative teaching is a teaching process that the teachers must give motivation and rise the students' creativities in teaching process with use some methods and strategies. Creative teaching is emphasized the teacher to develop the students' creativities in the development of thinking or doing. Creative thinking always being with critical thinking.

In brief, the change of thinking is expected that can practice in teaching of K-13. One of them are before centre to teacher that tend to a way; passive; abstract; use tool or media will be changed to centre to students; interactive; active; use the real context and collaborative and cooperative (team). Strong characteristic of teaching process is used scientific approach through observing, questioning, experimenting, associating and communicating with use sciences as move teaching for all lessons, the students are emphasized to find out new knowledge (discovery learning), and emphasize language competence as communication tools, thinking logically, systematic and creative. "scientific teaching approach is a pedagogical approach used in classrooms whereby teaching is approached with the same rigor as science at

its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students” (Handelsman, et al., 2004: 521). With this nature, scholars believe that scientific approach as teaching method could encourage learners to be curious about the world around them, to improve skills and exhibit more positive attitudes toward science, to improve their oral communication and critical thinking.

Teaching technique is a strategy that used by teacher to give material is be ranged (in method). In the choose of teaching technique is used by teacher can be variants (Ramelan, 1982). Reading skill is one of interesting skills in English teaching. The English learning as foreign language, the students can comprehend a message from reading text as a part of comprehension skill in reading comprehension, increase vocabulary and improve cognitive skill of students (Williams in Cahyono, 2006).

Martin and Manno (1995) say that reading comprehension is helped the students to improve their writing skill and increase their vocabulary. But, many learners have low comprehension in the arrange of text story, especially in the English teaching that still conventional (teacher-centered). According to Burden and Byrd (1999) and Wen (2003) state that there are several benefits of computer in teaching and learning activity in the classroom, namely: (1) the computer makes instruction delighted and accelerates students’ understanding; (2) the computer enables the students to have extra work at home; (3) for students who have long time to finish their study at school, computer enables students to keep in mind one topic again; (4) learning becomes more interested and classroom changes become game or play; (5) by using computer technology, we can economize a lot of teacher; the computer is only aid of education or learning; (6) education knowledge can be effective with computer, but consideration must be got from life experience.

The CALL technique is expected to help the students in reading comprehension skill, especially in narrative text. Narrative text is emphasize in reading comprehension through society stories, legends, or fables.

Narrative text is one of kinds of text with the aim to entertain the readers. According to Kirsznner and Mandell (1980), narrative is story talking by presenting sequence event in chronological order. Any time when we tell what happen, we use narration. They state that narrative discourse is type of discourse that tells an event chronologically. It may tell about one or more persons; about a short or long term event; or about a fact or a fiction.

The fact, CALL technique does not familiar in MTs N Bekonang Sukoharjo. So use this technique, teaching learning process is expected more effectively and improved the students' interest on reading comprehension in grade 8 of Mts N Bekonang in academic years 2016/ 2017. The ending, CALL technique is expected that can be improved the students' achievement in English teaching, especially Reading comprehension.

Based on the preliminary observation result at MTs N Bekonang, the researcher concludes that the students' reading comprehension score text is low (about 6.25) and teaching way in English teaching does not inovative, so the teaching activity, especially reading comprehension is not maximal. It makes the students' achievement does not optimal.

This study is based on reserach conducted by previous study. Accroding to Park (2009)concluded that the teachers had positive and favorable attitudes toward the use of CALL in the classroom and internal factors seem to significantly affect teachers' decisions on the use of CALL. According to Kilickaya and Seferoglu (2013), training provided to the participants helped them infuse a variety of CALL-based materials and tools into their classroom practices. According to Kessler (2010) reported that all communication during the course was recorded for the purpose of investigating teachers' emerging perceptions of CALL and the role it plays in language teaching and learning. According to Mollaei and Mohammad (2013), the quantitative and qualitative data revealed teachers' perceptions about integrating technology in their classes, incentives for teachers who use technology, types of technology used, facilitating and inhibiting factors affecting technology implementation, and different attitudes of male and female teachers toward using technology. According to Illin, Kultu and Kultuay (2012), the participants' views about an



effective grammar teacher were elicited through Repertory Grid technique. According to Merc (2015), a mismatch between teacher training programs and real-world classroom in terms of technology integration in EFL instruction. According to Bhatti (2013), CALL was 35% more effective than the traditional instructor-led class. According to Keslen (2009), the enhancing learning outcomes through the use of YouTube as a source of supplementary material in EFL classrooms. According to Al-Jarf (2007), in learning environments where technology is unavailable to EFL students and instructors, use of technology from home and even as a supplement to traditional classroom techniques helped motivate and enhance EFL students' learning and acquisition of English vocabulary. According to Hubbard (2008), the importance of having a sufficient number of CALL professionals available to develop novel applications and train the next generation of language teachers. According to Suliman, Mukhtar, Hassan and Sahrir (2011), introduced CALL scholars and their activities to the Arabic readers. According to Graham-Clay (2004), the effective communication considered in conjunction with potential solutions. According to Basheer (20013), the most of the students prefer the use of technology, especially computer in developing their second language skills. According to Elimat and Seileek (2014), reported that there were statistically significant differences between the mean scores of the control (regular instruction) and the experimental (ASR) groups (Regular Instruction) and the experimental (ASR) group in favor of the experimental group. There was a statistically significant difference in the mean score between individual method. Yang (2010), scanned the three stages of CALL development, the relationship between CALL and linguistic theories and research method, and discussed some practical issues on CALL in China. According to Naba'h (2010), English language teachers use computer assisted instruction in their teaching grammar. According to Khamkien (2010), three variables, pedagogical suggestions were offered to help improve teaching and learning English pronunciation in general, and in focusing on the importance of teaching word stress in particular.

The researcher hopes this study will have two kinds of advantages: (1) Theoretical benefit: this study is expected to have contribution to improve students' reading through use of CALL, and CALL is one of interesting techniques that can be used in a learning activity. (2) Practical benefit: (a) For English teacher: this results can give a reference to develop classroom activity especially in teaching reading comprehension. It can be used by English teachers to distribute their reading material. (b) for other researchers: this studies give reference to future researcher in the same study. It presents a thesis which can be considered to the future researchers' thesis.

## **2. METHODOLOGY**

This study is experimental study with quantitative approach. This research used the quasi-experimental design, because this design that had a control group to control the outer variables that affect the execution of experimental. The population of this study was the eight grade students of junior high school of MTs N Bekonang, Sukoharjo. The total sample is 68 students taken from two classes 8E and 8F. This study used test and questionnaire as instruments of the research. This study focused on students' reading, used CALL in experimental class. While control class used books. This study also viewed students' interest in learning English. In data analysis the researcher used t-test (test of significance) and regression coefficient. T-test is used to know the significant difference between the result of students' mean scores in pre-test and post-test in control class and experimental class. Regression is used to know the students' correlation between reading comprehension and interest using CALL. Before analyzing the results, the researcher analyzes normality and homogeneity first. Normality test is to know the data have normal distribution or not (Arikunto, 2014: 300), and homogeneity test is used to know the data from the sample that have same variance (the data homogenous) or not (Arikunto, 2014: 301).

### 3. RESULT AND DISCUSSION

The results of try out are showed that test item of reading test there were 25 items valid out of 50 items. The test items are also realiable because  $r = 0.94$  is highest.

The different influence of using CALL and using book towards students' reading achievement of the eight grade students of MTs N Bekonang, Sukoharjo in the academic year 2016/ 2017.

#### 3.1 The Result of Data Experimental Group (Students who are Taught with CALL).

Normality data of students' reading scores get from significance score or probability score. Distributive normality data used Kolmogorov Smirnov test. The significance of students' reading score in 8F to Kolgomorov Smirnov test is 0.200. It means  $\text{sig} = 0.200 > 0.05$  meaned that data of students' reading score in 8F is normal distribution.

#### 3.2 The Result of Data Control Group (Students who are Taught with Book).

Significance of students' reading score in 8E to Kolmogorov Smirnov test is 0.156. It means  $\text{sig} = 0.156 > 0.05$ . It means that data of students' reading score in 8E is normal distribution.

Based on analysis normality above that data of students' reading score in 8E after taught with CALL and with book are submitted prerequisites normality. Data analysis homogeneity of students' reading score can be seen in the table bellow.

Table  
The Analysis Results of Homogeneity Test of the Students' Reading  
Comprehension in 8E Class and 8F Class.

Levene Statistic	df1	df2	Sig.
1.362	1	66	.247

Table above knows that score  $\text{sig} = 0.247 > 0.05$ . It means that data of students' reading in 8E class taught with book and in 8F class taught with CALL, both from population is submitted prerequisites homogeneity.

Analysis descriptive is known from the students' reading score in 8E and 8F are difference which the average of students' reading in 8E taught with book is 77.79 and the students' reading in 8F taught with CALL is 81.74. It can be seen that the students' reading in 8F class is better than 8E class. It means that the students' reading with using CALL is better than the students' reading with using book.

However, this difference must be tested with statistic whether it is significantly or not. Inferential analysis uses t-test which aims to know the different significance between the students' reading score in control class and experimental class.

The result of t-test analysis of students' English reading taught with CALL and taught with book can be seen in the table bellow.

Table  
Data t-test Results of the Students' Reading Comprehension

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Data of students' reading comprehension are taught by using book and using CALL.	Equal variances assumed	1.312	.256	-2.164	66	.034	-4.94118	2.28343	-9.50020	-.38216
	Equal variances not assumed			-2.164	62.989	.034	-4.94118	2.28343	-9.50427	-.37809

T account in the table above is amounted -2.164 and the significance value is 0.034. It means that  $\text{sig} = 0.034 < 0.05$ . It can be concluded there is a significant difference between the students' reading comprehension score in 8E class and in 8F class. It proves that the students' reading

comprehension scores in 8F class taught with CALL is significantly better than the students' reading comprehension score in 8E class taught without CALL.

### 3.3 The Result of Data Students' Interest on Their Achievement.

To test normality data of students' interest and students' reading achievement uses Kolmogorov Smirnov and Shapiro Wilk. The result of normality data can be seen in the table below.

Table  
The Normality Result of Students' Interests and students' Achievement  
in 8F Class.

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Reading Interest	.140	34	.091	.938	34	.055
Reading comprehension	.080	34	.200(*)	.963	34	.306

\* This is a lower bound of the true significance.

a Lilliefors Significance Correction

The table above shows that  $p = 0.91 > 0.05$ . It means that the data of students' interest and the students' achievement are of normal distribution.

To know the effect of students' interest on their reading achievement in 8F class after being taught with CALL is analyzed by regression analysis. The result of linear regression analysis can be seen in the table below.

Table  
The Regression test is influenced by the amount of students' interest on  
reading achievement in 8F class.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750(a)	.635	.033	10.51192

a Predictors: (Constant), reading interest

Table above explains the magnitude of the correlation value (R) is 0.750 which means that the correlation between the variables X and Y are

0.250. The  $R^2 = 0.63$  is implied that the effect of variable students' interest (X) on the reading achievement variable (Y) is equal to 63.5%.

Table  
ANOVA results for the effect of students' interest on their reading achievement in 8F class.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	236.603	1	236.603	10.141	.015(a)
	Residual	3536.015	32	110.500		
	Total	3772.618	33			

a Predictors: (Constant), reading interest

b Dependent Variable: reading comprehension

The table above explains that there is the significant effect in the variable of students' interest (X) and variable of students' achievement (Y). From the output above shows that F-count = 10.141 with a significance level is ( ) of  $0.015 < 0.05$ . Thus it can be said that there is the influence of students' interest on their reading achievement in 8F class of MTs N Bakonang.

Table  
Results of regression coefficient of students' interest on their reading achievement in 8F class.

**Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	7.547	22.495		5.092	.000
	Reading interest	.443	.302	.250	-1.463	.0153

a Dependent Variable: reading comprehension.

The table above knows that coefficient value is 7.547 and coefficient of students' interest is 0.443. It means that the regression equation can be written the following:

$$Y = 7.547 + 0.443X$$

Based on the analysis above it can be concluded that there is a significant effect of students' interest on their reading achievement in 8F class of MTs N Bekonang with large effect is 63.5%.

This experimental research is one of an effort to improve in English teaching reading skill for eight grade students. The following is the discussion of research findings are follows:

There is significant different influence on CALL and book toward students' reading achievement of the eight grade students of MTs N Bekonang Sukoharjo in the academic year 2016/ 2017.

Reading is an important aspect of language learning. Before the students learn language, the first aspect that the students have to learn is reading. If the students don't comprehend the text.

#### **4. CONCLUSION**

Based on the results of data analysis, it can be concluded that: (1) using CALL is better than using book for teaching reading achievement at eight grade students of MTs N Bekonang Sukoharjo in academic year 2016/ 2017, (2) the students who have high interest have better reading achievement than the students who have low interest in the eight grade students of MTs N Bekonang Sukoharjo in the academic year 2016/ 2017, (3) there is influence of the students' interest on their reading achievement at the eight grade students of MTs N Bekonang Sukoharjo in academic year 2016/ 2017. There are some suggestions for the English teacher and other researcher; as follows: (1) the English teacher: Adopt modern techniques that enhance students' participation and interaction such as CALL technique, consider students' individual differences and make the class a suitable environment for all students to practice in the classroom activities, exchange personal experiences among teachers to compare and select the best ways of teaching, increase their positive feelings (likes interest) towards reading comprehension skills as they are not receptive skills otherwise they are interactive skills, motivate students and provide them with suitable reading materials to help them discovery knowledge, concepts and relations in the texts, adapt educational

technology in order to create enjoyable learning. (2) for further researchers: Conduct studies based on CALL technique not only on reading comprehension skills but also on other skills as listening, speaking and writing, should be conducted on the effectiveness of English Reading in eight grade of junior high school.

## ACKNOWLEDGEMENT

The writer would like to thank to Allah SWT who always gives blessing and guidance so that the writer could finish the thesis and the writer would like futhermore, to express sincere thanks to: Prof. Dr. Bambang Sumardjoko, M.Pd (The Director of Graduate School of Muhammadiyah University of Surakarta), Prof. Dr. Markhamah, M.Hum (The Head of Language Studies of Muhammadiyah University Surakarta), Dr. Maryadi, M.A (Primary Supervisor), and Mauly Halwat Hikmah, Ph.D (Co-supervisor).

## BIBLIOGRAPHY

- Al-Jarf, R. (2007). Teaching Vocabulary to EFL Collage Students Online. *CALL-EJ Online*. 8 (4): 854. Available at [www.econf.vob.edu.bh/conf1/pdf%20files/133.pdf](http://www.econf.vob.edu.bh/conf1/pdf%20files/133.pdf) [accessed 22/06/16]
- Amjah & Yusimah. (2014). A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a second Language. *Procedia-Social and Behavioral Sciences*. 134 (2): 188-192. Available at [www.sciencedirect.com/science/article/pii/S187714031486/pdf](http://www.sciencedirect.com/science/article/pii/S187714031486/pdf) [accessed 13/ 05/ 17]
- Arikunto, S. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ayadila, N. (2014). *Penerapan Model Pembelajaran Discovery Learning dengan Scientific Approach untuk Meningkatkan Keterampilan Proses Sains Siswa SMA*. Skripsi: Semarang State University.
- Bhatti, M. T. (2013). Teaching Reading Through CALL. *Computer-Assisted Language Learning*. 17 (2): 471-492. Available at [www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66a3/](http://www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66a3/) [accessed 22/ 06/ 16]



- Brown, H. D. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: Longman.
- Elimat, Khalil, A.& Seileek, A. (2014). Automatic Speech Recognition Technology as an Effective Means for Teaching Pronunciation. *JALT CALL Journal*. 10 (1): 21-47. Available at <https://eric.gov/?id=EJ107929> [accessed 27/ 06/ 16]
- El-Kahlout, Y. A. (2010). *The Effectiveness of Using Guided Discovery on Developing Reading Comprehension Skills for the Eleventh Graders in Gaza Governorates*. Thesis: Al azhar University-Gaza.
- Fauziati, E. (2014). *Method of Teaching English as a Foreign Language (TEFL)*. Surakarta: Pustaka Utama.
- Gay, L. R. & Mills, P. (2006). *Educational research: Competencies Integrated Language Skills*. Thesis: State University of Makasar.
- Graham-Clay, S. (2004). Communicating with Parents' Strategies for Teachers. *The School Community Journal*. 5 (2): 117-130. Available at <https://www.adi.org/journal/ss05/Graham-Clay.pdf> [accessed 27/ 06/ 16]
- Hamouda, Z. (1999). Specific Instructional Competencies for English Language Teachers at Secondary Stage in Gaza Governorates. *Unpublished MA Dissertation*, Al Azhar University of Gaza.
- Harackiewicz, J. M. & Hulleman, C. S. (2009). The Importance of Interest: the Role of Achievement Goals and Task Values in Promoting the Development of Interest. *Journal Comilation Blackwell*. 4 (1): 42-52. Available at <https://psych.wisc.edu/cmsdocuments/CompassHH.pdf> [accessed 22/ 06/ 16]
- Hubbard, P. (2008). CALL and the Future of Language Teaching Education. *CALICO Journal*. 25 (2): 175-188. Available at <http://www.jstor.org/stable/calicojournal.25.2.175> [accessed 25/ 06/ 16]
- Ilin, G. Ozke, K. & Abdurrahman, K. (2013). An Action Research: Using Videos for Teaching Grammar in on ESPnClass. *Social Behavioral Science*. 70 (2): 272-281. Available at [http://conference.pixel-online.net/foe2013/common/download/paper\\_pdf/317-ENT29-FP-Kultu-FOE2013.pdf](http://conference.pixel-online.net/foe2013/common/download/paper_pdf/317-ENT29-FP-Kultu-FOE2013.pdf) [accessed 22/ 06/ 16]
- Junshan. (2005). *On Students' Self Improvement in Reading Ability*. Zhejlang: Zhang Pairs of High School English Section.
- Kelsen, B. (2009). Teaching EFL to the Generation: A Survey of Using You Tube as Supplementary Material with College EFL Students in Taiwan. *CALL-EJ Online*. 10 (2): 213-222. Available at

<https://www.researchgate.net/282326236> Teaching EFL to the iGeneration a Survey of Using YouTube as Supplementary Material with Collage EFL Students in Taiwan [accessed 22/ 06/ 16]

- Khamkhien, A. (2010). Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment. *Journal of Language Teaching and Research*. 1 (6): 757-764. Available at [www.academypublication.com/issues/past/jltr/vol01/06/01.pdf](http://www.academypublication.com/issues/past/jltr/vol01/06/01.pdf) [accessed 27/ 06/ 16]
- Kilickaya, F. & Sefereglu, G. (2013). The Impact of CALL Instruction on English Language Teachers Use of Technology in Language Teaching. *Journal of Second and Multiple Language Acquisition-JSMULA*. 1 (1): 20-38. Available at <http://journal.science-res.com/index.php?journal=JSMULA&page=article&op=path%5B%5D%5C%22> [accessed 22/ 06/ 16]
- Kerlinger, F. N. (1990). *Asas-Asas penelitian Behavioral*. Yogyakarta: Gadjah Mada University Press.
- Kessler, G. (2010). When They Talk about CALL: Discourse in a Required CALL Class. *CALICO Journal*. 27 (2): 376-392. Available at <https://eric.ed.gov/?id=EJ871900> [accessed 22/ 06/ 16]
- Mc, G. & Hedy, M. (1998). *Teaching Grammar Using the Computer in Christopher and Willy (Ed), Computer and Language Learning*. Singapore: SEAMOE Regional Language Center.
- Merc, A. (2015). Using Technology in the Classroom: A Study with Turkish Pre-Service EFL Teachers. *TOJET: The Turkish Online Journal of Educational Technology*. 14 (2): 229-240. Available at <https://eric.ed.gov/?id=EJ1057362> [accessed 22/ 06/ 16]
- Mollaei, F. & Riasati, M. J. (2013). Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied Linguistics & English Literature*. 2 (1): 13. Available at [www.journals.aiac.org.au/index.php/IJALEL/article/view/817](http://www.journals.aiac.org.au/index.php/IJALEL/article/view/817) [accessed 22/ 06/ 16]
- Moras, S. (2000). *CALL and the Internet*. Brazil: Culture Ingles de Silo Carlos.
- Mukhtar, I. A, Sahrir, M. S, & Hasan, F. A. (2013). Issue and Challanges of Using CALL in Learning Arabic: Considerations for Content Development. *American International Journal of social Science*. 2 (5): 76-88. Available at [www.academia.edu/6336675/CALL\\_SCHOLARS](http://www.academia.edu/6336675/CALL_SCHOLARS) [accessed 27/ 06/ 16]

- Nadera, A. K. (2001). *Application of Computer-Assisted Language Learning in Development of Reading Comprehension Skills*. Poznan: Instytucie Anglistyki na UAM.
- Nomass, B. B. (2013). The Impact of Using Technology in Teaching English as a Second Language. *English Language and Literature Studies*. 3 (1): 111-116. Available at [www.ccsenet.org/journal/index.php/ells/article/view/25002/15584](http://www.ccsenet.org/journal/index.php/ells/article/view/25002/15584) [accessed 27/ 06/ 16]
- Nuraihan. (1998). *Teaching Writing Using Computer in Christopher & Willy (Ed), Computer and Language Learning*. Singapore: SEAMOE Regional Language Center.
- Park, C. N. (2009). Implementing CALL in the EFL Classroom: Teachers' Perceptions and Perspectives. *International Journal of Pedagogies and Learning*. 5 (20): 347-356. Available at <https://eprints.usq.edu.au/6887/pdf> [accessed 22/06/ 16]
- Rochman, Y. A. (2014). *Penerapan Discovery Learning sebagai Strategy Pembelajaran Mata Kuliah Perencanaan dan Pengendalian Produksi*. Paper: Universitas Islam Indonesia Yogyakarta.
- Syahrudin. (2005). *The Correlation between the Students' Attitude toward English and Their English achievement*. Unpublished Thesis: State University Makasar.
- Shrosbree, M. (2008). Digital Video in the Classroom. *The JALT CALL Journal*. 4 (1): 75-84. Available at [www.journal.jaltcall.org/articles/4\\_1\\_shorsbree.pdf](http://www.journal.jaltcall.org/articles/4_1_shorsbree.pdf) [accessed 22/ 06/ 16]
- Sobkowiaka, P. (2001). *Application of Computer Assisted Language Learning in the Development of Reading Comprehension Skills*. Poznan: Instytucie Anglistyki na UAM.
- Sperling, D. (1997). *Internet Guide*. New Jersey: Premlice Hali Regents.
- Subramaniam, P. R. (2009). Motivational Effects of Interest on Student Engagement and Learning in Physical Educational. *Int J Phys Educ*. 46 (2): 11-19. Available at [http://www.unco.edu/cebs/psychology/kevinpugh/motivation\\_project/resources/subramaniam.pdf](http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/subramaniam.pdf) [accessed 03/ 02/ 17]
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: Alfabeta Bandung.
- Tayseer, S. & Al Sharaideh, S. (2011). The impact of Using Computer-Assisted Programs for Teaching National Education in Jordanian Schools. *Interdisciplinary Journal of Contemporary Research in Bussiness*. 3 (8):

860-876. Available at [www.journal-archieves13.webs.com/860-876.pdf](http://www.journal-archieves13.webs.com/860-876.pdf)  
[accessed 28/ 06/ 16]

Widodo, A. (2015). Implementasi Metode Discovery pada Games Edukasi  
Keamanan Jaringan Komputer. *IJNS-Indonesia Journal on Networking  
and Security*. 4 (2): 45. Available at  
[www.ijns.org/journal/index.php/ijns/article/view/1331](http://www.ijns.org/journal/index.php/ijns/article/view/1331) [accessed 03/ 02/  
17]

Yang, Y. (2010). Computer-Assisted Foreign Language Teaching: Theory and  
Practice. *Journal of Language Teaching & Research*. 1 (6): 909-912.  
Available at [www.academypublication.com/issues/past/jltr/10/06/01.pdf](http://www.academypublication.com/issues/past/jltr/10/06/01.pdf)  
[accessed 27/ 06/ 16]